DOCUMENT RESUME

ED 271 956 FL 015 811

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TITLE How to Speak English without a Foreign Accent. Black English Edition.
REPORT NO ISBN-0-937399-05-1
PUB DATE 85
NOTE 70p.
AVAILABLE FROM Jade Publications, Box 5567, Sherman Oaks, CA 91413 ($39.95 including cassettes; $29.95 for teachers).
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Black Dialects; Consonants; Diacritical Marking; Dialects; English; Error Patterns; *Phonology; *Pronunciation; *Standard Spoken Usage; Vowels
IDENTIFIERS *Accents

ABSTRACT

The transcript of and guide to a two-cassette course designed to assist speakers of Black English in erasure of their accents includes an introduction on Black and Standard English usage, an explanation of the system used in this course, the pronunciation symbols used, and an explanation of how to change or eliminate trouble spots. The course is appropriate for either individual or group study and includes narrative and taped demonstrations of Standard American English that pinpoint typical phonological barriers and pronunciation difficulties and provide opportunities for corrective practice. The cassettes are not included. (MSE)

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Jack Catran

HOW TO SPEAK Standard American ENGLISH

WITHOUT A FOREIGN ACCENT

A Henry Higgins Production

This is not another book on
"English Grammar"
or
"English Pronunciation"
it is

AN INTENSIVE COURSE IN ACCENT ERASURE

A powerful and effective audio-visual tool designed to be used by those millions of Black Americans who desire to master the color, sounds, and inflection of Standard American English as a Secondary Backup language to Black English

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BLACK ENGLISH EDITION

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Pygmalion Books — *an imprint of*
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Give me your tired, your poor, your huddled masses yearning to breathe free. The wretched refuse of your teeming shore. Send these, the homeless, tempest-tossed to me. I lift my lamp beside the golden door.

Emma Lazarus
The Statue of Liberty

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Library of Congress Catalog Card Number SRu 82 744
ISBN: 0-937399-05-1

First printing January 1986
Printed in the United States of America

Pygmalion Books — *an imprint of*
JADE PUBLICATIONS
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HOW TO SPEAK ENGLISH

WITHOUT A FOREIGN ACCENT

BLACK ENGLISH -- CASSETTE 1

INTRODUCTION

"We cannot rest until our children speak Standard English."
The Reverend Jessie Jackson

What is American English? The United States used to be a country made up of many regional dialects, each one a kind of language of its own: Boston, New York, Midwest, the South, etc. With the advent of radio, television, and high-speed air travel those localisms are rapidly disappearing.

But what about the language of those Americans who, coming from a wide variety of economic, social, and cultural backgrounds, are presently subject to a form of linguistic discrimination often utilized as an instrument of repression? Many millions of these people do not now speak "Standard" American English, yet,

if they are white, still manage to arrive at a comfortable level of affluence in their pursuit of the American dream. There is little doubt that in the United States today pigmentation is often a greater problem than pronunciation.

In the light of this, should we encourage or discourage the acceptance of language variety? For the purpose of this audio-book, the argument is academic; it makes not a whit of difference how we eventually settle that question -- Standard American English is here to stay. Like it or not, it is the language of prestige and power. Business executives and government leaders speak it, all of our media communicate with it, and the children of all ethnic backgrounds will see and hear it in their schools as they have been hearing it all of their young lives on television. Inevitably, their own language skills will be measured by it.

This course was solely designed to be used by those Black Americans who already speak Standard American English as a second language but wish to reduce or eradicate their "Black accents". The title of this series of audio-books is HOW TO SPEAK ENGLISH WITHOUT A FOREIGN ACCENT....since the Black American accent is not <u>foreign</u> by any stretch of the imagination, for the purpose of this course we shall treat it as such, especially since Standard American English will serve as a <u>second language</u> to

many Black Americans today.

I must emphasize that this is not a course in English grammar or English usage; the primary concern here is the erasure of regional and cultural dialects. The American English I have used as a standard hews as closely as possible to the English spoken by network radio and television announcers. That language is dynamic and flexible, and changes daily. I am confident that the yardstick I have chosen will serve you as an effective working model in your quest for mastery of the language.

Is our view of the pronunciation of Standard American English based on some capricious belief in the superiority of the language itself or on the prestige of those who use it? Some language experts advise that inner-city Black youngsters should be encouraged to hold on to Black English and learn Standard American English only as a second language. Others maintain that the very idea of a Standard American English is a myth, stressing that those who uphold it are attempting to exert their social dominance over those who speak other forms of American English.

On the other side of the coin, we have the "experts" who say that only Standard American English should be taught in schools, that the Black dialect is substandard and its use only helps to keep Blacks down.

To repeat, whether our Black citizens

should or should not learn Standard American English is not the concern of this program. While we do not condemn Black English as "impoverished" or "inferior", the fact is that most Black people want to learn Standard American English, even if only as a second language. It is for those people that this program was designed, with the object of teaching them as speedily and as painlessly as possible.

To those who don't want to learn Standard American English, I say, with due respect, that everyone has a right to his own conviction; it is not possible to teach anyone anything he or she does not want to learn. Clearly, they may never need to master the color, sounds, and inflection of Standard American English if they choose their careers and their associates carefully. As for preserving Black culture, I cannot see how learning to say "I'm going to try four times" instead of "AH MOH TRAH FOH TAMS" will harm the culture.

Few Americans are aware of the contributions of Blacks to our history, by scientists Jan Matzeliger, Granville Woods, Martin Delany, Ulysses Grant Dailey, Percy Julian, and a host of others in the fields of invention, ethnology, chemistry, medicine, etc. Those contributions have continued, and shall endure, for hundreds of years, and they will outlive any attempts by

language purists to destroy it.

What is Black Dialect? We must keep in mind that the Black dialect is not a dialect in the sense that foreign dialects are, such as Russian, Italian, etc., which are distorted attempts to speak Standard American English. The Black dialect is a fully developed language of its own, with its own rules of pronunciation and grammar. Still, there are some special problems that had to be contended with by this course. For example:

A Black living in New York City is clearly the product of linguistic influences other than those of East Texas or South Carolina. The "strength" of the Black accent may vary from weak to heavy, but in spite of these regional variations, there remains an underlying similarity that is representative of the Black dialect spoken in the United States today. The history of social separation between whites and Blacks may have contributed to this homogeneity in the Black dialect. But because of the occasional regional variations, the approach taken here must be fairly general. Due to the limitations of time and space it was not possible to consider accent variations peculiar to specific regions.

One final note: if my voiced examples of the Black dialect seem unduly harsh or over-drawn, let me say at the outset that no disrespect is intended.

Imitation of the Black dialect is invariably poor imitation, and it always borders on caricature. Caricature and ridicule are synonymous, and should be avoided at any cost. But rather than play hob with the dialect and weaken the point of the lessons, I trust that my students will perceive that my voiced examples are meant to speed up the process of learning to master dialect-free Standard American English.

The ultimate purpose of this course is to attempt to offer a humble contribution to the noble process of cultural integration that so typifies the history of the United States. The people of the United States are the product of the richest admixture the civilized world has ever known. If I can help you, dear student, to meld into, and further enrich, our heritage, then we are all on our way toward attaining the growth and maturity so desperately required by the world, especially this world of today which is so in need of world citizens, whatever their color or ethnic background.

END OF INTRODUCTION

TONING DOWN AND TUNING OUT
THE BLACK ACCENT
IN THE PRONUNCIATION OF
STANDARD AMERICAN ENGLISH

It is a common misconception that Black English is historically derived from the Old English of Great Britain. There is another theory which maintains that Black English is an offshoot of the English of the whites in the South.

But it is the inverse that is true: it is now commonly recognized by an increasing number of linguistic scholars that the speech of the Southern whites was shaped by Black English. While the white man's English did contribute to the English of the Blacks, it arrived very late in the process.

The historical roots of Black English can now be traced back to the Pidgin English used in the West African slave trade, which began around the beginning of the seventeenth century. Since the slaves could not use their native African languages to communicate with their English-speaking masters, they gradually acquired a language made up of both English and African, with neither language dominating. Thus was born a pidgin language, a full-fledged language with its

own grammatic and syntactic rules. In the same manner, the Blacks who were enslaved by the Portuguese and French developed Pidgin Portuguese and Pidgin French. The Gullah speech, classified by linguists as English Creole, still survives in almost its original form today, along the coasts of South Carolina and Georgia.

But enough of history. Let's proceed at once to learn how to self-monitor and self-correct your accent by working with the printed material and the taped demonstrations. I have little doubt that if you set aside the time required for frequent practice periods you will gradually acquire a mastery of the phonetic repertoire of American-English sounds -- the vowels, consonants, and the diphthongs -- along with the inflection and color of the language, in your reading, and more important, in your everyday, spontaneous speech.

THE PRONUNCIATION SYMBOLS USED IN THIS COURSE

For our purpose, the English alphabet of 26 letters shall represent roughly 50 classes of sound. The six vowels, a - e - i - o - u - y, alone, or in combination, represent 20 vowel and diphthong sounds. The twenty consonants, alone, or in combination, represent 30 sounds.

Note: The symbols listed in the column

titled Our Symbol shall serve as the alphabet of this course. You must memorize the sound of each one before moving on to the lessons ahead. The left hand column lists the symbols used in Webster's 2nd International Dictionary.

V O W E L S

Dict. Symb.	Our Symbol	Sample Word
ŭ	UH	under, alone
ä	AH	father, hard
ă	A	bad, master
ô	AW	ball, cough
ē	EE	he, feed
ĕ	EH	get, letter
â	Â	care, chair
ĭ	i	sit, middle
ŏ	O	pot, proper
o͞o	OO	food, moon
o͝o	oo	look, good
y͞u	yOO	unit, eulogize
ā	AY(EH-EE)	take, later
ī	I(AH-EE)	ice, might
ō	OH(UH-OO)	bone, phone
û	Û(UH-EE)	earth, turban
ou	OW(AH-OO)	out, mouse

V O W E L S

(continued)

Dict. Symb.	Our Symbol	Sample Word
oi	Oi(AW-EE)	oil, coin
a͡e	Aee(A-EE)	thank, dangle

The SCHWA (pronounced SHVAH), symbolized as ə, represents the unstressed sound found in the 2nd syllable of "China", "pencil". Also found in the unstressed "er" of "teacher" and "paper".

C O N S O N A N T S

Our Symbol	Sample Word
KW	quick, quite
NG	sing, rang
KSH	luxury
Y	yes, yours
KH	loch, ach
R	rice, run
W	wing, woman
WH	while, when
M	mother, mine
N	never, nonsense
L	letter, lovely

CONSONANTS

(continued)

Our Symbol		Sample Word
H		hungry, honey
G	(v)	get, go
K	(unv)	cut, cat
J	(v)	judge, gelatin
CH	(unv)	church, cheese
GZ	(v)	exit, exert
KS	(unv)	tax, excite
ZH	(v)	azure
SH	(unv)	she, shun
V	(v)	vowel, vote
F	(unv)	frank, fort
TH	(v)	the, those
th	(unv)	thin, through
D	(v)	dim, done
T	(unv)	tin, ton
B	(v)	butter, bending
P	(unv)	putter, pending
Z	(v)	zeal, zone
S	(unv)	seal, sewn

(v) = voiced
(unv) = unvoiced

Before I identify each of your vowel trouble spots and show you how to correct them, I shall first point out some of the Black English sounds that may now be affecting your pronunciation of Standard American English. The Black people who were brought by the slave traders to the West Indies and later to the South to be sold as slaves were almost all members of tribes that spoke variations of the Bantu dialect -- Zulu, Suto, Jaunde, Shambala, and so forth. You have a common speech heritage that can be traced back to the Bantu dialect, and you have retained much of those speech patterns until today. I have listed below some of these carry-overs, all of which affect the consonants in your speech. Your vowel problems will be pointed out following this discussion of your consonant difficulties.

L

The tendency to drop the L in words like "help", "bulb", and "self", which you are inclined to pronounce as H-EH-P, B-UH-B, and S-EH-F. For example: AH K-AY-N H-EH-P iT; CH-ANJ D-UH B-UH-B iN D-UH L-AY-iMP; M-EE, M-AH-S-EH-F, ●ND A, for "me, myself, and I". You must say "help" and "bulb" over and over until the proper sounding of words such as those become a habit.
Note: the dropped L also lies at the

bottom of what appears to be grammar changes in the Black dialect, as typified by the sentence "He'll be here Friday", which in Black dialect sounds like "He be here Friday" because of the dropped L.

R

A similar problem to the dropped L, is the R sound, in words like "four", which tends to sound like F-OH, "sure" which sounds like SH-OH, "throw", which comes out sounding like th-OH, and "proceed", which you tend to turn into P-OH-S-EE-D. Watch those R's!

K

K tends to be sounded like KY as in KY-AH-DZ for "cards" or KY-AY-ə for "care": "SH-EE KY-AY-ə F-OH H-EE-M" for "She cares for him".

P

P often turns into a B sound. For example, BABTAZ for "baptize".

D

The D sound is often dropped after L or N, as in H-OH-L for "hold", L-AY-iN for "land", or KANL for "candle".

S

S is often changed to SH when followed by a Y sound, as in DiSH Y-UH-N MI-iN for "this young man".

V

Because there is no V sound in the languages of West Africa, the tendency to sound B for V is common, as in the short sentences "ever and ever" and "over the river", which sound like EH-BəN EH-B-ə and OH-B-ə Də RiB-ə. Try to remember that a V is simply a voiced F... ...first say F, which is simply produced by blowing air between your lower lip and your upper front teeth. Then add your voice to easily produce a beautiful V sound.

N

Another case similar to the dropped L and R sounds is the dropped N in the indefinite article "an", which gives birth to what appears as a grammatic change. For example: "a apple", instead of "an apple".
In cases where the following word begins with an UH sound, a merging takes place. For instance, "She open a umbrella" will come out sounding like "She open umbrella".

T

The tendency to drop the final T sound in words such as "can't", which often sounds like K-AY-N, as in AH K-AY-N H-EH-P iT; "want", which converts into AH W-AW G-OH D-AY-UH for "I want to go there"; "most" which flips into M-OH-S for "He gave me the most"; and the word

"least" which becomes L-EE-S as in A L-EE-S HEE N-AW-OO for "At least he knows".

Important Note: There are two classes of difference between American Standard English and Black English. The first is pronunciation, as in the difference between the Standard American "help" and the Black English H-EH-P. The other difference is to be found in grammar, as in the difference between the Standard American "He gave me the most" and the Black English HEE GiMi Də M-OH-S. It is important at this point to repeat that this course is concerned only with pronunciation, the elimination of the Black accent in Standard American English speech. There are literally thousands of books and courses on English grammar but, to our knowledge, this course is the first to focus exclusively on accent.

Let's continue. And let's be sure that we make an honest attempt to understand all that has gone on up to this point before we move on to the heart of your problems. The following are more general comments on your carry-over habits.

The dropping of the "-ed" endings to words that end in consonant bundles, like the word "loved", which ends in the sounds VD - L-UH-VD. Words such as "loved", "lived", "raved", "behaved",

which all end in the VD sound, will all come out sounding like L-UH-V, LiV, R-AY-V, B-EE-HAV, and so forth. Example: for "Yesterday he behaved badly when he raved", a sentence cast in the past tense, you might say Y-EH-SD-AY H-EE B-EE-HAV BADLi WH-AN H-EE R-AY-V.

* * * * * * * * *

The following is a list of other examples of end-of-the-word consonant bundles which are commonly shortened in the Black dialect:

Consonant Sound	Nouns and Verbs	Past Tense Verbs
VD		raved R-AY-V
		behaved B-EE-HAV
	SH-EE B-EE-HAV BADLi "She behaved badly"	
PT	adopt DOP	dropped DROP
	apt AP	ripped RiP
	D-AY G-OH DOPə B-AY-Bə "They're going to adopt a baby"	

Consonant Sound	Nouns and Verbs	Past Tense Verbs
ST	mast MAS	tossed T-OH-S
	best B-EH-S	hissed H-EE-iS
	D-AY H-EE-iS H-EE-M "They hissed him"	
ZD		dazed DAZ
		praised PRAZ
JD		charged CH-AW-J
		bridged BR-EE-iJ
FT	raft RIiF	stuffed ST-UH-F
	left LAF	laughed LAF
MD		damned DIiM
		summed S-UH-M
LD	old OH-L	rolled R-OH-L
	mild MAL	spoiled SP-AW-L
	H-EE R-OH-L AW-N Də FL-OH "He rolled on the floor"	

Consonant Sound	Nouns and Verbs	Past Tense Verbs
KT	pact PIiK	picked P-EE-iK
	duct D-UH-K	locked LOK
	D-AY SAN ə PAK Tə P-oo-T EE-iN ə D-UH-K "They signed a pact to put in a duct"	
SH-T		polished P-AH-Li-SH
		crashed KRIi-SH
SP	clasp KLIiS	
	wasp W-AH-S	
SK	flask FLIiS	
	disc D-EE-iS	
ND	blond BL-AH-N	explained SPLAN
	find FAN	signed SAN
	H-EE FANin A-OO-T DA SH-EE N-OH BL-AH-N "He's finding out that she's no blond"	

TH and th

At the beginning of words

The substitution of D for the sound of TH as in the words "them", "these", and "those" which you might sound as D-EH-M, D-EE-Z, and D-OH-Z.

Also, the substitution of T for the sound of th as in the words "thin", "through", and "three" which you are apt to pronounce as TiN, TR-OO, and TR-EE. Remember that TH and th cannot be pronounced properly unless your tongue protrudes out from under your upper front teeth.

In the middle of words

Your tendency is to replace the TH sound with a V sound, as in N-UH-Və for "another", and the th sound with an F, as in N-UH-FN for "nothing", or AFəL-EE-T for "athlete".

At the end of words

Here you will again replace the TH sound with a V, as in S-OO-V for "soothe", and the th sound with an F, as in S-OW-F for "south".

L

You must learn to replace your "light" L with the "dark" L. Say "fall" out loud. Be sure you sound the L at the end of the word. Listen carefully, and always remember that sound. That is the "dark" L so often missing from your pronunciation of Standard American English.

24

Regrettably, the pronunciation of the word "fall" does not always produce the desired L sound as easily as I have described it. It's going to take practice and patient, attentive listening to this tape to master it. Through years of trial and error, I have found that listening analytically is the most effective way to achieve success in the erasure of the Black accent. Drawings and diagrams illustrating how to hold your tongue to produce an L (or any other sound) generally turn out to be a waste of time; they merely illustrate the tongue placement used by the author or illustrator, not the tongue placement that would work for you to produce the same sound. Anatomic drawings of the vocal apparatus tend to be difficult to follow and impossible to use.

There is no reason why you can not learn Standard American English whether I'm with you in person or not. The key to success in this course is to be found in the ear, not the eye. With that in mind, I bid you happy listening and effective mimicking.

* * * * * * * *

In the Gullah dialects, syllabic stress changes often occur in two-syllable words such as "police" for "police" and "hotel" for "hotel". Also, the normally unstressed first syllables found in such words as "arithmetic" and "arrange" are often dropped, resulting in words like "'rithmetic" and "'range". SH-EE G-OH R-AY-NJ H-UH KL-OH-Z for "She is going to arrange her clothes". SP-AH-iZ for "despise", M-AH for "admire". The Gullah speech often substitutes a "re" for dropped prefixes, as in R-EE-SPL-AY-N for "explain", and R-EE-M-OH-N-Yə for "pneumonia".

THE GLOTTAL STOP
And other throat-generated sounds

The glottal stop, which I shall symbolize here as a slash [/], is that quick catch in the throat substituted for T and th when it is at the end of a word or followed by an unstressed vowel.

Instead of properly sounding the T, the glottis at the back of the throat is closed off by the tongue as it rises to contact the soft palate. The glottal sound can be heard by whispering the following sentence out loud, emphasizing each word: "Al is at the opening". The glottal stop can be heard before the words "/Al", "/is", "/at", and "/opening".

The following are examples of the use of glottal stops to replace T and th:

S-UH-/M ("something")
N-UH-/N ("nothing")
AY/GO/N-OH ("ain't got no")

* * * * * * * *

The pronunciation pitfalls covered by the foregoing has been of necessity general, but it provides an overview of many of the problems that may be affecting your present attempts to master Standard American English.

We have now arrived at the "meat" of the course, the most critical part. The following listing of vowels points out the outstanding problems in your pronunciation of Standard American English. The right-hand column displays the heart of your problems; the left-hand column the keys to the solution. You will be well on your way toward the mastery of English as soon as you develop the habit of using the left-hand examples in your spontaneous, everyday speech.

You will have to listen to my taped demonstration of each Standard American sound, then turn me off and practice it yourself until you feel that you have come close to the correct pronunciation. At the risk of appearing as though I am oversimplifying, I must remind you that virtually all of your pronunciation problems are pointed out in the aforementioned discussion on

pronunciation pitfalls, and the innocent-looking list to follow. As soon as you conquer those problems, you shall be well on your way to success.

Have a happy and rewarding trip!

VOWEL CHANGES

Standard American		Black English	
Sound	Example	Sound	Example
AY(EH-EE)	late tasty vague	A A-EE as in L-A-EE-T for "late". Sometimes EH, as in EHT for "ate" and N-EH-KiD for "naked".	

NOTE: TURN OFF THE CASSETTE AFTER YOU'VE LISTENED TO THE CORRECT SOUND AND PRACTICE, PRACTICE, PRACTICE UNTIL YOU'VE MASTERED THE CORRECT SOUND. DO NOT MOVE ON UNTIL YOU HAVE IT RIGHT. REPEAT THE PROCEDURE AS YOU MOVE THROUGH THE LIST THAT FOLLOWS.

A	fast ham laughter	Ii as in FIiS for "fast", HIiM for "ham". Sometimes AY as in K-AY-NT, for "can't".

VOWEL CHANGES
(continued)

Standard American		Black English
UH	around astronomy love	often dropped when in front of a word, as in "'round" for "around", and "'stronomy" for "astronomy". The UH in "love" is usually elongated, as in L-UHH-V. Sometimes AW, as in AW-NT-EE-il for "until".
EE	crazy feel preacher	Sometimes dropped at the end of words like KRAYZi for "crazy". Often converted to FEE-UHL for "feel". Also PRAY-CH-UH for "preacher". "Here" sometimes comes out sounding like HY-AH as in K-UH-M HY-AH for "come here".
OO	food moon pool	This sound generally pronounced as in Standard American.

VOWEL CHANGES
(continued)

Standard American		Black English
EH	when generally let	A as in LAT for "let", and WAN for "when". Sometimes i as in JiNLi for "generally". At times AY-i as in FRAY-iN for "friend": HEE MA FRAY-iN ("He is my friend").AY-i as in AH B-OH-MP Mə H-AY-iD ("I bumped my head").
I(AH-EE)	fight aisle while	Nearly always A, as in FAT, AL, WAL, for "fight", "aisle", and "while". At times AH, as in AH N-OH-Z for "I know". Sometimes AY, as in TəN-AY-T for "tonight".
i	little fit prince	i as in LiL for "little", EE-UH as in FEE-UH-T for "fit". EE as in PR-EE-NS for "prince".

VOWEL CHANGES
(continued)

Standard American		Black English
AH	father hardly partner	A as in HADLə for "hardly", PATNə for "partner". "On", which should be pronounced AH-N, is often changed to AW-N.
AW	caught long four	Sometimes OH as in F-OH for "four" and K-OH-T for "caught". Often AH, as in L-AH-NG for "long" (L-AW-NG).
O	top property drop	Ah as in T-AH-P for "top". Sometimes OH as in PR-OH-PəT-EE for "property", or A as in DRAP for "drop".
oo (small o)	good full look	Sometimes UH, as in L-UH-K, for "look". At times OO as in G-OO-D for "good".

VOWEL CHANGES
(continued)

Standard American		Black English
OH(UH-OO)	phone most total	Very little trouble with this sound. Generally pronounced as in Standard American. Sometimes EH-OO, as in M-EH-OO-ST for "most".
yOO	unit music Cuba	Generally the same as Standard American.
OW(AH-OO)	cow crown flour	Often changed to A-OO as in DA-OO-N for "down". In Virginia, sometimes changed to OH, as in əB-OH-T Də H-OH-S for "about the "house".
ɐ	work turban purpose	Often changed to Oi as in W-Oi-K for "work". Sometimes UH as in UH-N for "earn", W-UH-K for "work". Often ɐ as SAT-N for "certain".

VOWEL CHANGES
(continued)

Standard American		Black English
Oi	oil embroider annoy	Usually AW-i, as in AW-iL for "oil". Sometimes AH-EE as in P-AH-EE-NT for "point". In New York City often changed to Ə as in JƏRNT for "joint".
Aee	bank dangle thanks	Mostly changed to A as in DANGL FOR "dangle", and TANKS for "thanks".

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GRAMMAR CHANGES

While your primary goal in this course is a mastery of the pronunciation of Standard American English, it would not be amiss at this point to remind you of a few of the common syntax and grammatic errors that may occasionally creep into your Standard American speech. Of course, if grammar is not your problem, simply skip this section and move onto the next. Examples of mixed-up verb tenses, dropped prepositions, and pronoun substitutions are demonstrated in the following sentences.

The top line in the examples represents the incorrect way. The bottom line in each example shows the correct form.

YOU HUNGRY
YOU ARE HUNGRY

I'M A'GOING
I AM GOING

I DRIVES AND DRIVES
I DRIVE AND DRIVE

HE PAINTING THE POSTS
HE IS PAINTING THE POSTS

DIDN'T NOBODY GO
NOBODY WENT

AIN'T NOBODY'S BUSINESS BUT MINE
IT'S NOBODY"S BUSINESS BUT MINE

I WAS FIXING TO GO
I WAS PLANNING TO GO

GOT TO BUY ME A NEW HAT
I'VE GOT TO BUY A NEW HAT

WHO THAT?
WHO IS THAT?

SHE GOOD AS YOU
SHE IS AS GOOD AS YOU ARE

WHERE AT IS SHE?
WHERE IS SHE?

DID I BOTHER I COULD HAVE STOPPED HER
HAD I BOTHERED I COULD HAVE STOPPED HER

TWANT NO USE
IT WASN'T ANY USE

I LIKE TO DIE WHEN HE TOLD ME
I COULD HAVE DIED WHEN HE TOLD ME

THEY SCURRIED OFF EVER WHICH WAY
THEY SCURRIED OFF EVERY WHICH WAY

IS THEY ENOUGH PEOPLE HERE?
ARE THERE ENOUGH PEOPLE HERE?

DON'T PAY NO MIND TO HIM
DON'T PAY ATTENTION TO HIM

Now that we are aware of our trouble spots, let us begin to apply what we've learned. After a few practice sessions, you will learn to imitate the correct sounds of the following texts, slowly, but correctly. Your next step toward success will come when you begin to self-monitor and self-correct your spontaneous speech in your daily interrelationships with other English speakers.

After a period of time -- which varies with different students -- you will arrive at your final goal, the automatic, self-correcting production of Standard American English, as you automatically (without seeming effort) monitor and self-correct your everyday speech.

Please read each of the following sentences aloud, one at a time, after listening carefully to the tape demonstration. Keep comparing the two, and re-reading your own until you are satisfied with your performance. Later, repeat the procedure, this time without reading. When you have attained a fair degree of fidelity, memorize and recite some of the sentences to your family and friends. You will be pleasantly surprised at their response, which should further reinforce your new habits of speech. Remember, we must be patient and allow time to pass. Eventually you will find your new habits spreading to formerly-unfamiliar words.

AY(EH-EE)

That jewel is not jade -- it's fake.
It's only painted that color.

It's shameful to place the blame on Mame.

Kay weighed the paint before making the sale.

Headaches and backaches and earaches and toothaches can cause much pain.

The parade turned out to be an insane pain.

Dave and Mabel took a plane from Maine to Spain.

The renegades on the barricade slaked their thirst with pails of orangeade and lemonade.

Water! Take away this pastry. You may change it for a plate of plain date cake.

AH

The Taj Mahal is not located in Guam or Iran (EE-RAHN).

There are few skylarks and woodlarks in Harlem.

If you begin your journey in Washington, D.C., you can hardly miss Panama on the way to Bogota.

Kindhearted, chicken-hearted, broken-hearted Martin bartered a cigar for Charlie's dark barley.

A

The dancing master ran to Mack's stand for a ham sandwich.

The bad man sat on my hat, so I grabbed his tan cap and ran.

The diplomat dispatched to Leningrad was an osteopath from Trinidad.

The next Olympiad featuring orangutan track events could take place in Yucatan, Pakistan, or Afghanistan.

Diana and Hannah exported their Havana bananas to Montana, Louisiana, Indiana, and Guiana.

AW

Morse played a French horn on the North rim of the Matterhorn.

Four haughty horses and a naughty Macaw were born in a Montreal hallway during an awful thunderstorm.

Mortimer drank alcohol and water highballs at the free-for-all softball game.

Archibald crawled and called from the stone-walled vault.

EE

Apathy, empathy, sympathy, and dyspathy were each displayed by the evil King Lear.

Chinese, Japanese, Cantonese, Pekinese, and Burmese are as different from each other as Portuguese is from Senegalese.

Marguerite treated Peter to meals of buckwheat, mincemeat, and sweetmeats.

EH

For breakfast she spread jelly and cheddar cheese on bread, fed Jerry, then went to bed again.

38

Ed met a terrible yellow leopard when he went to Anabelle's wretched hotel.

Blockheads and boneheads and deadheads and hotheads fell together when Spence spread his deadly message.

OO

Lewis missed his tutor at school because his tooth was loose.

Luther claimed that Boole was too poor to attend Santa Cruz College.

Rube Bloomberg concluded that Lou would not choose to play a bassoon.

There is no sight loonier than a ballconfull of prune-fed baboons spooning under the moon.

UH

Uncle munched a bunch of onions as he scrunched under Gunther's umbrella.

The sun comes up like thunder once a month in Tundra country.

I hunger for those seductive Sunday suppers that my mother once served.

Those who study voltage and currents understand the meanings of the terms "inductance", "conductance", and "reluctance".

I(AH-EE)

Clyde tried to fight his way through nine miles of senile reptiles on the Nile.

Simon denied that there will be pie in the sky when he dies.

Try to find out if Lyman has a driver's license.

You must sign a contract to buy the tires.

Myra is lying on a pile of tidy blankets.

It's time to try writing your own diary.

Harry's wife is happy only when she is buying shoes.

It's time to light a fire in the fireplace.

OH(UH-OO)

Bo Nolan munched on a smoked Polish sausage while bowling in Pensacola.

Rhoda Dolan dozed while rowing her boat in the ferocious ocean.

Viola O'Neill broke her crayola while holding a bowl full of baloney and macaroni.

ʌ (UH-EE)

The purple turban was purchased by a merchant for thirty pearls.

Bert learned that he earned more than Gert did.

I have heard that all birth returns to the earth.

OW (AH-OO)

In an hour, Howard, the loudmouthed scout with the gout, will return to the clubhouse.

Sam Howe clowned on the crowded South-bound bus.

I was dumbfounded and astounded as I watched the proud scow run aground loaded with flounders.

Oi (AW-EE)

Roy parboiled, soft-boiled, and hard-boiled the eggs in a pot full of soy oil.

Boyle pointed out the Rolls Royce that belonged to the man from Illinois.

Batboys, cowboys, and playboys are to be found in Troy and Des Moines.

Aee (A-EE)

Frank, the mountebank, handed Hank a blank check.

You may deposit your money at the swanky savings bank on the riverbank.

The pranky crank was spanked by the lanky Yank on the shank of the clanky gangplank.

# # # # # # # # #

PRACTICE WORDS

Repeat each of the following after me in the silent spaces I have provided after each word. Keep practicing until you are satisfied with your pronunciation. If you have problems, do not despair. There are more exercises later in the course that should iron out your present difficulties.

VOWELS

insane - iNS-AY-N
Spain - SP-AY-N
jade - J-AY-D
umbrella- UH-MBR-EH-Lə
exactly - EH-GZAKTL-EE
character - KARəKTəR
partial - P-AH-R-SHəL
larder - L-AH-RDəR
fortune - F-AW-RCHəN
mortify - M-AW-RTəFI
water wheel - W-AW-TəR WH-EE-L
Ireland - IRLəND
timely - TIML-EE
polarize - P-OH-LəRIZ

Baltimore - B-AW-LTəM-AW-R
falsify - F-AW-LSiFI
Moorish - M-OO-Ri-SH
beauty - B-yOO-T-EE
municipal - M-yOO-NiSiPəL
frown - FR-OW-N
roundabout - R-OW-NDəB-OW-T
prowess - PR-OW-EH-S
buy - BI
high - HI
jibe - JIB
shy - SH-I
Ida - IDə
ride - RID
kind - KIND
plight - PLIT
portion - P-AW-R-SH-əN
fork and knife - F-AW-RK əND NIF
naked - N-AY-KəD
can't - KANT
ham - HAM
astrology - əSTROLəJ-EE
generally - J-EH-NəRəL-EE
mostly - M-OH-STL-EE
dangle - D-Aee-NGL

CONSONANTS

help - not H-EH-P
bulb - not B-UH-B
self - not S-EH-F
four - not F-OH
sure - not SH-OH
throw - not th-OH
proceed - not P-OH-S-EE-D
hold - not H-OH-L

land - not L-AY-iN
cards - not KY-AH-DZ
care - not KY-AY-ə
baptize - not BABTAZ
he'll be here - not H-EE B-EE HY-AH
can't - not K-AY-N
there - not D-AY-UH
most - not M-OH-S
an apple - not UH APL
these - not D-EE-Z
those - not D-OH-Z
thin - not TiN
through - not TR-OO or th-OO
another - not N-UH-Və
nothing - not N-UH-FN
athlete - not AFəL-EE-T
soothe - not S-OO-V
south - not S-OW-F
something - not S-UH-/M
nothing - not N-UH-/N
arithmetic - not Ri-th-MəTiK
despise - not SP-AH-iZ
admire - not M-AH

VOWEL DIFFERENTIATION

The I sound of Standard American English could be quite difficult for you, so you tend to pronounce it as A. In order to learn to sharply differentiate between two different vowel sounds, it is important that you repeat the following word-pairs, and the sentences that follow, after me, carefully comparing your pronunciation with mine. I shall provide a silent space between each recitation so that you can repeat and compare.

fat	fight	coat	caught
rat	right	foe	four
backer	biker	tote	taught
canned	kind	stow	store
plaid	plied	phone	fawn

luck - look buck - book

I-A

Sally sighed after sad-eyed Clyde arrived.

Ann tried to laugh as Jack ran up the wide aisle.

Hannah's eyeglasses are designed to magnify fine print.

Ida electrified Sammy with her tantalizing black eyes.

Tiny Jackson scratched out a sketch of a pie-eyed dragonfly.

Hyde lied as he answered Barry with a daffy alibi.

It's time Ike clarified his tacky rhyme.

AW-OH

Moe was born to play the baritone horn.

George cajoled Homer into forging the roll call papers.

Tony rowed the long boat for four miles.

Little Jack Horner sat in the corner smoking four artichokes.

Norton's low, hoarse voice sounded mostly like a raw cough.

Will the folks in the auditorium please focus their eyes on Horace?

Paul's coat caught fire as he toted the potatoes from the corner store.

oo-UH

The chubby crook hooked me for forty bucks for a stuffy book.

A hundred drunken bulls huffed their way through the bramblebush gulch.

Six-foot Chuck is a bloody good kettle-drum player.

Sure-footed Gus nudged and pulled a full dump truck through the bush.

* * * * * * * * * *

Pronunciation exercises are apt to get dull and bor-ing. So let's switch over to something that may make a little more sense. If you have been carefully monitoring yourself up to this point in the course, your spontaneous speech, as well as your studied readings, should be showing a vast improvement. If not, I would suggest that you stop at this

point and review. Do not proceed until you sound almostletter-perfect to your ear, then continue to move forward with me as we talk about the important contributions that have been made by Blacks to scientific progress in the United States. Please keep in mind that they made their contributions in spite of the lack of freedom from the daily economic struggle for survival, and the lack of a stimulating cultural environment in which they were raised.

Slavery, segregation, and social separation have been the lot of most Blacks in this country. Yet, against all of those odds, most Americans are not aware that the history of science in America is peppered with the contributions of Black scientists.

Read and recite the following after me. Read with pride! Read with power! Be forceful. Be authoritative. Remember - you have something to say! I have underlined those parts which may give you trouble.

Did you know that Benjamin Banneker, a Black astronomer and mathematician, helped design the city of Washington, D.C.? James Derham, a slave, was one of the leading physicians during the 1780's. Ironically, Dr. Derham was owned by another physician.

James Smith, an M.D. practicing around the 1830's, became well known for his book "Comparative Anatomy of

Races." Martin Delany, a Black ethnologist, is well known among scientists for "The Origin of Races and Color".

How many Americans are aware of the fact that Lewis Latimer, a Black employee of the Edison Company, was awarded the first patent for the electric light bulb with a carbon filament? He also worked with Alexander Graham Bell on the design of the telephone.

Black engineers in the 1800's designed and patented everything from rotary engines, printing presses, and refrigerators to corn husking machinery. Many of them died broke because of the hostility of the times.

The name of Dr. Daniel Williams stands out in the annals of medical science because he performed the first successful open heart surgery in history.

Worth mentioning (with pride, I might add) are the many others who, in spite of the bigotry to which they were exposed, achieved great honor. Wade Ellis, Warren Henry, Julius Taylor, Hubert Thaxton, all did original work in physics. How about J. Ernest Wilkins, who earned a PH.D. from the University of Chicago at the age of nineteen? Or Lloyd Ferguson, who published a chemistry textbook still used by colleges throughout the country?

There are hundreds of others, prominent today, too numerous to mention; people like Arthur Clarke of Abbot Laboratories; Spencer Robinson, of the

Advanced Space Engineering Division of Douglas Aircraft; Dr. Joseph Logan, director of research at the Aerospace Corporation; and so forth.

Now, I want you to listen to, and repeat, each segment of that recitation after me. Note that I shall lay special stress on the possible problem areas, as underlined in the text. Do not move on until you have thoroughly practiced each segment. Then recite the entire essay until you are satisfied.

SEGMENT 1:

Did you know that Benjamin Banneker, a Black astronomer and mathematician, helped design the city of Washington, D.C.? James Derham, a slave, was one of the leading physicians during the 1780's. Ironically, Dr. Derham was owned by another physician.

James Smith, an M.D. practicing around the 1830's, became well known for his book "Comparative Anatomy of Races". Martin Delany, a Black ethnologist, is well known among scientists for "The Origin of Races and Color".

SEGMENT 2:

How many Americans are aware of the fact that Lewis Latimer, a Black employee of the Edison Company, was awarded the first patent for the electric light bulb with a carbon filament? He

also worked with Alexander Graham Bell on the design of the telephone.

SEGMENT 3:

Black engineers in the 1800's designed and patented everything from rotary engines, printing presses, and refrigerators to corn husking machinery. Many of them died broke because of the hostility of the times.

SEGMENT 4:

The name of Dr. Daniel Williams stands out in the annals of medical science because he performed the first successful open heart surgery in history.

SEGMENT 5:

Worth mentioning (with pride, I might add) are the many others who, in spite of the bigotry to which they were exposed, achieved great honor. Wade Ellis, Warren Henry, Julius Taylor, Hubert Thaxton, all did original work in physics. How about J. Ernest Wilkins, who earned a Ph.D. from the University of Chicago at the age of nineteen? Or Lloyd Ferguson, who published a chemistry textbook still used by colleges throughout the country?

SEGMENT 6:

There are hundreds of others, prominent today, too numerous to mention; people like Arthur Clarke of Abbot Laboratories; Spencer Robinson, of the

Advanced Space Engineering Division of Douglas Aircraft; Dr. Joseph Logan, director of research at the Aerospace Corporation; and so forth.

The English language, as you must be well aware, is awfully illogical. Let us examine a small portion of that illogic. The following material is included to help you grasp why many English words are difficult to pronounce correctly, even by the "experts". For example:

The sound of EE in "believe", "receive", "Phoebe", "amoeba", "key", and in the word "quay" (pronounced K-EE). Those words present a good example of a single sound, EE, represented by a variety of spellings.

Another example is offered in the spelling of words ending in the letters o - u - g - h, as in "dough", "enough", "through", "cough", each sounded differently. How about the SH in "sugar", "ocean", "station", "Charlotte"? Or the letters that are never sounded, as the b in "thumb", the p in "pneumonia", the g in "phlegm", the l in "talk", the k in "knave", the t in "often", and all those e's in words such as "love", "make", "store", etc.?

I could go on and on with the homonyms - words that are spelled differently but pronounced the same -- for example: "bear" and "bare", and the words spelled the same but pronounced differently, as

in "tear" (cry) and "tear" (rip), and "read" (present) and "read" (past).

Note, also, the way the sound of the letter a changes in the following words: "bare", "large", "woman", "bat", "rage", and "fall". Look at the strange variation of s which sometimes sounds like S and other times Z, as in "easy" (Z), "pass" (S), "bags" (Z), "his" (Z), "us" (S). But, do not despair. All the illogic of Standard American English will become less confusing to you as you continue to speak and practice, and use the language in your daily business and social life.

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Now that you are becoming aware of your trouble spots, let us begin to apply what we've learned. After a few practice sessions, you will learn to imitate the correct sounds of the following text, slowly, but correctly. Your next step toward success will come when you begin to self-monitor and self-correct your spontaneous speech in your daily interrelationships with other speakers of Standard American English.

After a period of time -- which varies with different students -- you will arrive at your final goal: the automatic, self-correcting production of your language, as you automatically (without seeming effort) monitor and self-correct your everyday speech.

The following piece was written by Dick Gregory. Please read it aloud, after listening carefully to the tape demonstration. Stop the tape after each sentence, and practice until you feel you have come close to the correct pronunciation.

Later, listen to, and repeat, my recitations, this time without reading the text. When you have attained a fair degree of fidelity, memorize and recite some of the paragraphs to your family and friends. You will be pleasantly surprised at their response, which should further reinforce your new habits of speech. Remember, we must be patient and allow time to pass. Eventually you will find your new habits spreading to formerly-unfamiliar words.

"------dogs in France understand French. Dogs in Russia understand Russian. Chinese seems like a difficult language to me, but dogs in China easily understand it. I learned that man is born with all the wisdom needed to gain dignity and respect. If you have to depend upon education to gain respect, something is radically wrong. The really important lesson to learn in life is that it is the man who should be respected, not his education. A man has gained nothing in life if his education is respected and his manhood is not.

Just stop to think how many people the world over would have died if there

were no such thing as blood plasma. The research and education of a Black American, Dr. Charles Drew, made blood plasma possible. His brilliant mind used his education for the benefit of the entire human family. And yet Charles Drew bled to death in the waiting room of a Georgia hospital, following an automobile accident, because that hospital did not accept "niggers". Dr. Drew made blood plasma possible for mankind and died from the lack of it -- because his skin was black. Human dignity and respect are not based on education.

The words of Isaiah, "Broken down is the city of chaos," remind us of the two kinds of urban renewal in America today. There is planned urban renewal which uses tractors and bulldozers. And there is honest urban renewal which uses brick. History provides striking parallels. We have all heard of the burning of Rome, but we fail to relate it to what is happening in America today. In the days of the Roman Empire, there were no tractors or bulldozers. Urban renewal could only come about by burning down the city and starting again. When government-planned urban renewal fails today, the result is "Burn, baby, burn," which is simply urban renewal without grass, drawing boards or city planners. Honest urban renewal comes when ghetto residents take things into their own hands and dramatically say, "We will not be forced to live in ghetto conditions any longer."

When government-planned urban renewal fails to remove the blight of the ghetto, honest urban renewal is the only alternative. The gate of the city is battered to ruins and desolation rules the city of chaos."

Ω Ω Ω Ω Ω Ω Ω Ω

If you have been carefully monitoring yourself up to this point in the course, your spontaneous speech, as well as your studied readings, should be showing a vast improvement. If not, I would suggest that you stop at this point and review. Do not proceed until you sound almost letter-perfect to your ear, then continue to move forward by repeating the immortal words of Abraham Lincoln's Gettysburg Address after me, piece-by-piece. I shall recite it through once, then piece-by-piece for you to repeat.

The Gettysburg Address was delivered by Abraham Lincoln on November 19, 1863, at the dedication of the national cemetery on the Civil War battlefield of Gettysburg, Pennsylvania. Thousands of Black heroes fought side-by-side with both the Union and the Confederate whites. Many of them are buried there.

FOUR SCORE AND SEVEN YEARS AGO OUR FATHERS BROUGHT FORTH ON THIS CONTINENT, A NEW NATION, CONCEIVED IN LIBERTY, AND DEDICATED TO THE PROPOSITION THAT ALL MEN ARE CREATED EQUAL. NOW WE ARE

ENGAGED IN A GREAT CIVIL WAR, TESTING WHETHER THAT NATION OR ANY NATION SO CONCEIVED AND SO DEDICATED, CAN LONG ENDURE. WE ARE MET ON A GREAT BATTLE-FIELD OF THAT WAR. WE HAVE COME TO DEDICATE A PORTION OF THAT FIELD, AS A FINAL RESTING PLACE FOR THOSE WHO HERE GAVE THEIR LIVES THAT THAT NATION MIGHT LIVE. IT IS ALTOGETHER FITTING AND PROPER THAT WE SHOULD DO THIS. BUT, IN A LARGER SENSE, WE CAN NOT DEDICATE - WE CAN NOT CONSECRATE - WE CAN NOT HALLOW - THIS GROUND. THE BRAVE MEN, LIVING AND DEAD, WHO STRUGGLED HERE, HAVE CONSECRATED IT, FAR ABOVE OUR POOR POWER TO ADD OR DETRACT. THE WORLD WILL LITTLE NOTE, NOR LONG REMEMBER WHAT WE SAY HERE, BUT IT CAN NEVER FORGET WHAT THEY DID HERE. IT IS FOR US THE LIVING, RATHER, TO BE DEDICATED HERE TO THE UNFINISHED WORK WHICH THEY WHO FOUGHT HERE HAVE THUS FAR SO NOBLY ADVANCED. IT IS RATHER FOR US TO BE HERE DEDICATED TO THE GREAT TASK REMAINING BEFORE US -- THAT FROM THESE HONORED DEAD WE TAKE INCREASED DEVOTION TO THAT CAUSE FOR WHICH THEY GAVE THE LAST FULL MEASURE OF DEVOTION -- THAT WE HERE HIGHLY RESOLVE THAT THESE DEAD SHALL NOT HAVE DIED IN VAIN -- THAT THIS NATION, UNDER GOD, SHALL HAVE A NEW BIRTH OF FREEDOM -- AND THAT GOVERNMENT OF THE PEOPLE, BY THE PEOPLE, FOR THE PEOPLE, SHALL NOT PERISH FROM THE EARTH.

Now, I want you to listen to each

segment of the speech, then turn off the cassette and repeat it. I have laid special stress on the possible problem areas as underlined in the text. Do not move on until you have thoroughly practiced each segment.

SEGMENT 1: FOUR SCORE AND SEVEN YEARS AGO OUR FATHERS BROUGHT FORTH ON THIS CONTINENT, A NEW NATION, CONCEIVED IN LIBERTY, AND DEDICATED TO THE PROPOSITION THAT ALL MEN ARE CREATED EQUAL. NOW WE ARE ENGAGED IN A GREAT CIVIL WAR, TESTING WHETHER THAT NATION OR ANY NATION SO CONCEIVED AND SO DEDICATED CAN LONG ENDURE. WE ARE MET ON A GREAT BATTLE-FIELD OF THAT WAR.

SEGMENT 2: WE HAVE COME TO DEDICATE A PORTION OF THAT FIELD, AS A FINAL RESTING PLACE FOR THOSE WHO HERE GAVE THEIR LIVES THAT THAT NATION MIGHT LIVE. IT IS ALTOGETHER FITTING AND PROPER THAT WE SHOULD DO THIS. BUT, IN A LARGER SENSE, WE CAN NOT DEDICATE -- WE CAN NOT CONSECRATE -- WE CAN NOT HALLOW -- THIS GROUND.

SEGMENT 3: THE BRAVE MEN, LIVING AND DEAD, WHO STRUGGLED HERE, HAVE CONSECRATED IT, FAR ABOVE OUR POOR POWER TO ADD OR DETRACT. THE WORLD WILL LITTLE NOTE, NOR LONG REMEMBER WHAT WE SAY HERE, BUT IT CAN NEVER FORGET WHAT THEY DID HERE. IT IS FOR US THE LIVING, RATHER, TO BE DEDICATED HERE TO THE

UNFINISHED WORK WHICH THEY WHO FOUGHT HERE HAVE THUS FAR SO NOBLY ADVANCED.

SEGMENT 4: IT IS RATHER FOR US TO BE HERE DEDICATED TO THE GREAT TASK REMAINING BEFORE US -- THAT FROM THESE HONORED DEAD WE TAKE INCREASED DEVOTION TO THAT CAUSE FOR WHICH THEY GAVE THE LAST FULL MEASURE OF DEVOTION -- THAT WE HERE HIGHLY RESOLVE THAT THESE DEAD SHALL NOT HAVE DIED IN VAIN --

SEGMENT 5: -- THAT THIS NATION, UNDER GOD, SHALL HAVE A NEW BIRTH OF FREEDOM -- AND THAT GOVERNMENT OF THE PEOPLE, BY THE PEOPLE, FOR THE PEOPLE, SHALL NOT PERISH FROM THE EARTH.

* * * * * * * *

After you have achieved that, I would like to extend my congratulations on your achievement in hurdling all the obstacles I have set in your path up to now.

Here are a few tongue-twisters, difficult even for the "experts", so do not despair if you find them tough going at first. Stay with it until you get them right. I would suggest also that you memorize them -- they can be very impressive to your friends and, as you shall see, quite difficult for anybody to execute without a slip. The trick is

to concentrate on what you're saying, not on the mechanics of slick articulation.

SHE STOOD ON THE BALCONY INEXPLICABLY MIMICKING HIM HICCUPING AND AMICABLY WELCOMING HIM IN.

ARE YOU COPPER-BOTTOMING 'EM, MY MAN? NO'M, I'M ALUMINIUMING (AL-yOO-MiN-EE-əM-EE-NG) 'EM, MUM.

THE SIXTH SHIEK'S SIXTH SHEEP'S SICK.

THEOPHILUS THISTLE, THE SUCCESSFUL THISTLE SIFTER, IN SIFTING A SIEVE FULL OF UNSIFTED THISTLES, THRUST THREE THOUSAND THISTLES THROUGH THE THICK OF HIS THUMB. NOW, IF THEOPHILUS THISTLE, THE SUCCESSFUL THISTLE SIFTER, IN SIFTING A SIEVE FULL OF UNSIFTED THISTLES, THRUST THREE THOUSAND THISTLES THROUGH THE THICK OF HIS THUMB, SEE THAT THOU, IN SIFTING A SIEVE FULL OF UNSIFTED THISTLES, THRUST NOT THREE THOUSAND THISTLES THROUGH THE THICK OF THY THUMB.

§ § § § § § §

The following quotations are taken from "Is There Intelligent Life On Earth?", a book that describes how applied science and technology can clean up our cities and solve many of our social problems. They are important

words. Please turn me off after every two or three sentences, then do your best to match my recitation. Be extra careful with the words in parentheses.

There is a great benefit to be gained from this exercise. While you must watch you pronunciation, you must also reflect on the meaning of the words. They say much about the future of our planet. Please make an extra effort to recite them with conviction and power.

"With automation and a planned technology, the so-called laws of economics have been (swept) away. The United States has enough technology today to produce an overwhelming abundance of goods and services for every (man), woman, and (child) in the (nation). As long as we operate in a money system, that abundance cannot be distributed to everyone, (because) the money system (requires) scarcity to make it work; a scarcity that is maintained to artificially keep prices up, regardless of the fact that millions of us (lack) sufficient food, clothing, and shelter.

"A million dollars will not give us the financial security that we (require); we are only as secure as our money system. All our concepts of value are rapidly becoming meaningless by the staggering (rise) in energy-consuming devices in our (high) energy society. Already our energy consumption has reached an order of magnitude which has

resulted in an (abundance) of goods and services that are beyond our present ability to (control).

"The (highest) priority of (science) and technology should be humanity, not profit. The operation of the United States is a (design) problem, not a "political", "sociological", or "economic" problem. Just as in an engineering (design) problem, there are blueprints to be (drawn), and it must provide maximum income from birth to death at the lowest energy expenditure for the (entire) population. This approach will (force) us to (redefine) and phase out many professions which can only exist under a money system.

"For example, take architecture, which today is essentially an art form, (designing) for individuals rather than societies. Houses are still hand-built with hammer and nail, as they were 100 years ago. The variations in building codes from city to city, and the (justifiable) union (fear) of (unemployment) by the introduction of new materials and techniques, have kept a factory-produced house from becoming a reality for years.

"How would you like to (explore) the world whenever you felt like it? To attend schools or not? To (reliably) depend for your safety and security on socially integrated computers? If you would, then welcome to tomorrow. It will not be like the trekkies and star

warriors depict, with (tall) buildings, (superhighways), and people walking around in translucent clothing. It will be more human than today, with forests, (warm) fragrances, and maximum comfort and security (provided) for everyone. Cities will be mostly parks, with ferns and flowers and dense greenery. The (landscape) will be dotted with (lakes) where one will observe boats moving (silently) through the waters.

"The aim of all learning will not be the attainment of a profession, a skill, or a specialty, but a deep (awareness) of the interrelationships of the (environment) to organisms. (Because) of our genetic endowment we will recognize even more that touching, being held, and (played) with are very important components in the development of children. Concepts like anger and hurt will not even be remotely understood by tomorrow's children, who will be (trained) to think in terms of the overall pattern of life rather than self-centered gratification and comfort.

"In the production centers we will not (hear) any noise, but a faint hum. There will be no displays of information, readouts, knobs, dials, and levers since automation will be fully utilized in a technologically (designed) society. Think of machines as millions if not billions of electronic slaves, and that's what we will have at our disposal. Electronic circuitry will be sub-microscopic.

Aircraft will no longer be based (on lift) systems but (on) electrostatically-polarized propulsion systems, cancelling out or (neutralizing) the gravitational pull of the earth. Advanced metallurgical techniques will lead to the control of molecular locks, which means that we will molecularly lock even incompatible materials together so that the union of materials will be seam-free. There will be transparent steel (everywhere), material as (strong) as steel and as transparent as glass. Solar energy will be our (primary) source of power, and nuclear energy will be free of pollution and unsafe radiation effects.

"Vast production centers, (silent) and unmanned by humans, will produce enclosure systems, presently known as homes, transportation units, and other products. The age of wheels will be long past; linear induction trains will move us from point to point. And all electronic slaves will be voice actuated, obeying our every wish and command.

"Information systems will be (stored) on a molecular level, as (opposed) to today's magnetic tapes and charged core systems. In medicine, advanced scanning (devices) will optically sweep our anatomy and select the most appropriate surgery for specific problems within (micro)-seconds. The internal structures

of bacteria will be manipulated by (micro)scanning techniques. The problem of aging will be overcome, and in the near future, (life) expectancies will certainly be beyond 300 years, and eventually immortality.

"New techniques will (arise) in the field of fetal surgery, where defects will be detected and corrected (before) birth. Advances will be made in the neuro-surgical control of pain with nerve-grafting techniques. Cutting and coagulating currents will (divide) tissue and seal vessels of blood. Prosthetics, artificial organs, and artificial (eyes) and ears will be part of this new and exciting world. Computers programmed to (behave) as humans will demonstrate the meaning of intelligent (life). Surgery will be performed almost entirely automatically; how many (lives) will be preserved when the factors of human error and malpractice are (eliminated) cannot be calculated today."

End of excerpt from
IS THERE INTELLIGENT LIFE ON EARTH?

& & & & & & & & &

You might have thought that that was quite a mouth full, but I feel that what is said may be more important than how it is said --- speaking words you believe in may very well help you achieve the clarity and authority to which we

all aspire. Still, what is said always comes across more convincingly when it is skillfully communicated. Keep polishing this essay until it rings clear and true to your ears.

As we approach the end of our course, it hardly seems the time to review a few of the early lessons. Although by this time you have surmounted your early difficulties, it never hurts to re-assure yourself. At the risk of boring you with another tedious run-through of the exercise, especially after your fine reading of Dick Gregory and "Is There Intelligent Life On Earth?", we ought to, once more, go over some of your early problems, with the aim of once-and-for-all erasing whatever residue remains.

Keep in mind that one of the purposes of the following exercise is to remind you of how far you've come; you should be surprised as you scan the examples of the way you used to speak.

Say: I CAN'T HELP IT.
Don't every say: AH K-AY-N H-EH-P iT

Say: I'M GOING TO CHANGE THE BULB
Not: AH M-OH CH-ANJ D-UH B-UH-B

Say: IT SURE LOOKS LIKE FOUR TIMES
Not: EE-iT SH-OH L-OO-KS LAK F-OH TAMZ

Say: HOLD THE CANDLE
Not: H-OH-L Də KANL

Say: SHE OPENED AN UMBRELLA
Not: SH-EE OH-PN UH-MBR-EH-L ə

Say: AT LEAST HE KNOWS
Not: A L-EE-S H-EE N-AW-OO

Say: THEY'RE GOING TO ADOPT A BABY
Not: D-AY G-OH DOPə B-AY-B ə

Say: HE ROLLED ON THE FLOOR
Not: H-EE R-OH-L AW-N Də FL-OH

Say: THEY SIGNED A PACT TO PUT IN A DUCT
Not: D-AY SAN ə PAK Tə P-oo-T EE-in ə
D-UH-K

Say: HE'S FINDING OUT THAT SHE'S NO BLOND
Not: H-EE FANiN A-OO-T DA SH-EE N-OH
BL-AH-N

Say: THE NORTH FOUGHT THE SOUTH IN THE
CIVIL WAR
Not: Də N-OH-T F-OH-T Də S-OW-F EE-iN
Də SiBL W-OH

Say: SHE'S GOING TO ARRANGE HER CLOTHES
Not: SH-EE G-OH R-AY-NJ H-UH KL-OH-Z

>>> VOWEL EXERCISES <<<

I shall leave a silent space after each of my recitations so you don't have to turn off the cassette each time.

Please repeat after me in the silent spaces.

AY(EH-EE)

That jewel is not jade -- it's a fake. It's only painted that color.

Headaches and backaches and earaches and toothaches can cause much pain.

Dave and Mabel took a plane from Maine to Spain.

AH

There are few skylarks and woodlarks in Harlem.

Kindhearted, chicken-hearted, broken-hearted Martin bartered a cigar for Charlie's dark barley.

A

The bad man sat on my hat, so I grabbed his tan cap and ran.

The diplomat dispatched to Leningrad was an osteopath from Trinidad.

AW

Four haughty horses and a naughty Macaw were born in a Montreal hallway during an awful thunderstorm.

Mortimer drank alcohol and water highballs at the free-for-all softball game.

67

EE

Chinese, Japanese, Cantonese, Pekinese, and Burmese are as different from each other as Portuguese is from Senegalese.

EH

For breakfast she spread jelly and cheddar cheese on bread, fed Jerry, then went to bed again.

OO

Lewis missed his tutor at school because his tooth was loose.

Luther claimed that Boole was too poor to attend Santa Cruz College.

UH

The sun comes up like thunder once a month in Tundra country.

I hunger for those seductive Sunday suppers that my mother once served.

I(AH-EE)

Simon denied that there will be pie in the sky when he dies.

You must sign a contract to buy the tires.

OW(AH-OO)

Sam Howe clowned on the crowded Southbound bus.

Oi(AW-EE)
Boyle pointed out the Rolls Royce that belonged to the man from Illinois.

OH(UH-OO)
Rhoda Dolan dozed while rowing her boat in the ferocious ocean.

Aee(A-EE)
Frank, the mountebank, handed Hank a blank check.

! ! ! ! ! ! ! !

We have come to the end of the course. It's graduation time. Your diploma is your newly-acquired mastery of Standard American English. I want you to keep in mind that maintaining your skills is a continuing process; you must assign at least an hour a day for practice. Now, as I bid you good-bye, I wish you the best of luck in your future undertakings.

Allah ykun ma'ak!
(God be with you!)

Jack Catran

69

HOW TO SPEAK ENGLISH WITHOUT A FOREIGN ACCENT

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Jack Catran is a scientist with many years of experience. As a consultant to leading aerospace corporations, he participated in the Apollo program and other major U.S. space shots, where he specialized in the design of life support and man-machine systems. He has conducted extensive research on the use of computer-generated graphics in intelligence communication systems, automated teaching devices, and programmed learning. Language, phonics, and the science of verbal behavior has always interested him deeply. This book is a labor of love.

Pygmalion Books — *an imprint of*
JADE PUBLICATIONS
Box 5567, Sherman Oaks, CA 91413

ISBN: 0-937539-05-1